

Fall 11-6-1991

Senate Meeting, November 6, 1991

Academic Senate
Illinois State University

Follow this and additional works at: <http://ir.library.illinoisstate.edu/senateminutes>



Part of the [Higher Education Administration Commons](#)

Recommended Citation

Senate, Academic, "Senate Meeting, November 6, 1991" (1991). *Academic Senate Minutes*. Paper 587.
<http://ir.library.illinoisstate.edu/senateminutes/587>

This Article is brought to you for free and open access by the Academic Senate at ISU ReD: Research and eData. It has been accepted for inclusion in Academic Senate Minutes by an authorized administrator of ISU ReD: Research and eData. For more information, please contact ISUReD@ilstu.edu.

ACADEMIC SENATE MINUTES

November 6, 1991

Volume XXIII, No. 6

Call to Order

Roll Call

Approval of Minutes of October 23, 1991

Chairperson's Remarks

Vice Chairperson's Remarks

Student Body President's Remarks

Administrators' Remarks

ACTION ITEMS:

1. Academic Affairs Committee Proposal for Approval of Curriculum for Professional Development Sequence in Social Aspects of Aging
2. Academic Affairs Committee Proposals for Approval of Curriculum Proposals
 - a. Deletion of Industrial Accounting Sequence
 - b. Change in Sequence Requirements for Consolidation of Three Sequences in Home Ec.
 - c. Change in Sequence Requirements for Consolidation of Two Sequences in Home Econ.
3. Approval of Appointment for Council for Teacher Education: Dr. Robert Baker, S.E.D.
4. Replacement of Jason Camp on Executive Committee
5. Change in January Academic Senate Meeting Date From January 29th to January 22nd

INFORMATION ITEMS: NONE

Communications

Committee Reports

Adjournment

Meetings of the Academic Senate are open to members of the University community. Persons attending the meetings may participate in discussion with the consent of the Senate. Persons desiring to bring items to the attention of the Senate may do so by contacting any member of the Senate.

ACADEMIC SENATE MINUTES

(Not Approved by the Academic Senate)

November 6, 1991

Volume XXIII, No. 6

CALL TO ORDER

Chairperson Schmaltz called the meeting of the Academic Senate to order at 7:10 p.m. in the Circus Room of the Bone Student Center.

ROLL CALL

Chairperson Len Schmaltz called the roll and declared a quorum present.

APPROVAL OF MINUTES OF OCTOBER 23, 1991

Corrections:

Senator Zeidenstein: Page 7, top paragraph, top line should read: "tight" instead of "slight."

Senator Walker: Page 2 of the appendix on ASPT Changes, third paragraph, (VIII. Tenure Policies, page 12, C. 2) wrong "including" was stricken. The correct "including" to strike is in the fourth line preceding the word "publications."

XXIII-26

Motion to approve the Minutes of October 23, 1991 by Senator Razaki (Second, Stevens) carried on a voice vote.

CHAIRPERSON'S REMARKS

Chairperson Schmaltz had no remarks.

VICE CHAIRPERSON'S REMARKS

Vice Chairperson Engelhardt had no remarks.

STUDENT BODY PRESIDENT'S REMARKS

Student Body President Romney Ruder had an excused absence.

ADMINISTRATORS' REMARKS

President Wallace, Provost Strand, and Vice President for Business and Finance Alexander had excused absences.

Vice President for Student Affairs Wm. Gurowitz had no remarks.

ACTION ITEMS

1. Academic Affairs Committee Proposal for Approval of Curriculum for Professional Development Sequence in Social Aspects of Aging

XXIII-27 Motion by Senator Ritt (Second, Stearns) to approve the Curriculum Proposal for Professional Development Sequence in Social Aspects of Aging carried on a voice vote.

2. Academic Affairs Committee Proposals for Approval of Curriculum Proposals

a. Deletion of Industrial Accounting Sequence

b. Change in Sequence Requirements for Consolidation of Three Sequences in Home Economics

c. Change in Sequence Requirements for Consolidation of Two Sequences in Home Economics

XXIII-28 Motion by Senator Ritt (Second, Newgren) to approve the three curriculum proposals carried on a voice vote.

Proposal b. for a Change in the Sequence Requirements for Consolidation of Three Sequences in Home Economics is a consolidation of three sequences: Child Development and Family Relationships, Consumer Services, and Teacher Education into one sequence: "Family, Consumer, and Educational Studies."

Proposal c. for a Change in Sequence Requirements for Consolidation of Two Sequences in Home Economics is a consolidation of two sequences: Fashion Merchandising and Fashion Design, into one sequence: "Apparel, Merchandising and Design."

3. Approval of Appointment to Council for Teacher Education: Dr. Robert Baker, S.E.D.

XXIII-29 Motion by Senator Engelhardt (Lowery) to approve the appointment of Dr. Robert Baker, SED, to a 1993 term on the Council for Teacher Education carried on a voice vote.

4. Replacement of Jason Camp on Executive Committee

XXIII-30 Motion by Senator Engelhardt (Second, Camp) to replace Jason Camp on the Executive Committee with student member, Todd Lowery, carried on a voice vote.

**5. Change in January Academic Senate Meeting Date from
January 29th to January 22nd**

XXIII-31 Motion by Senator Manns (Second, Newby) to change the January Academic Senate Meeting Date from January 29 to January 22, 1992, carried on a voice vote. (Executive Committee meeting will be moved back to January 13, 1992.)

INFORMATION ITEMS: NONE

COMMUNICATIONS

Senator Walker: I have a question for the Rules Committee. Is the December 3rd deadline for replies concerning the Administrative Efficiency Report an imperative date?

Senator Engelhardt: We would like replies from committees as soon as possible so that we can begin working on our report in January. However, it is not "imperative."

COMMITTEE REPORTS

Academic Affairs Committee - Senator Ritt had no report.

Administrative Affairs Committee - Senator Comadena had no report. He called a short meeting following Academic Senate.

Budget Committee - No report.

Faculty Affairs Committee - Senator Paul Walker announced that the Faculty Affairs Committee had met briefly with the University Review Committee. In January or February Faculty Affairs Committee will be coming forward with major changes in the ASPT Document in January or February to the effect that we now have two merit classifications. It looks like what we will have will be three merit classifications or the choice of four as it relates to departments to make their own decisions.

Senator Ritt: It was observed that the salary changes that took place in August did not go through the process of being reviewed by the Academic Senate in executive session.

ASPT Policies, page 14, Section X. A. 4., reads:

"The Provost shall receive and consider recommendations from the DFSC, CFSC, and UAC, with consideration of the reports regarding merit appraisals and salary increases based on the requirements of X.B.4. and X.B.10. A summary of these recommendations for salary, promotion, and tenure shall be submitted by the Provost to the

President of the University and to the faculty members of the Academic Senate in Executive Session. Final reports prepared for the Board of Regents shall be available in the Office of the President and in the Office of the Provost for forty-eight hours prior to the Executive Session for the faculty members of the Academic Senate. Faculty members of the Academic Senate may present suggestions or comments in writing to the President. There shall be no discussion of individual faculty members during the Executive Session, only written comments given to the President prior to the Academic Senate meeting."

I think that the way the rules are set up, those salary increases should have been reviewed.

Senator Walker: The Faculty Affairs Committee has asked the University Review Committee about whether or not those salary adjustments were in line with the ASPT Document.

Senator Ritt: My questions is this. Whether or not they were in line with the ASPT Document, I believe there is a requirement that they be reviewed by the Academic Senate in Executive Session. There is nothing in the Constitution that says that only ASPT controlled funds are to be reviewed. It says: "A summary of these recommendations for salary, promotion, and tenure shall be submitted by the Provost to the President of the University and to the faculty members of the Academic Senate in Executive Session."

This might have been something which was overlooked, since it was not money which normally is allocated according to the ASPT process, it might have been believed by some that salary increases were not to be reviewed by the Senate. I think that properly it should have been reviewed by the Senate.

Senator Walker: What if the Faculty Affairs Committee finds that is the case, should we recommend anything to the Senate?

Senator Ritt: I think that it is a question of locking doors after the damage has taken place. One cannot be sure that similar situations will not arise in the future. I think it should be called to the attention of the President and the Provost.

Senator Walker: If it is indeed true, then a letter of recommendation could be drafted to them. When Faculty Affairs Committee brings its report forward, we will consider that.

Rules Committee - Senator Rob Engelhardt reported that the Rules Committee would meet briefly after Academic Senate.

Student Affairs Committee - Senator Heather Manns had no report.

Adjournment

XXIII-32

Motion by Walker (Second, Hopkins) to adjourn carried on a voice vote. Academic Senate adjourned at 7:30 p.m.

**FOR THE ACADEMIC SENATE
JAN COOK, SECRETARY**

SEP 9 - 1991

ILLINOIS STATE UNIVERSITY
University Curriculum Committee

ACADEMIC
AFFAIRS

MEMORANDUM

TO: Leonard Schmaltz
FROM: Betsy Drillon *bd*
SUBJECT: Academic Senate Sequence Approval
DATE: August 29, 1991

Enclosed you will find the following three proposals:

ACCOUNTING Delete Industrial Accounting Sequence

HOME ECONOMICS Change in Sequence Requirements
Consolidation of Three Sequences

HOME ECONOMICS Change in Sequence Requirements
Consolidation of Two Sequences

These have each been approved by the University Curriculum Committee and need final approval from the Academic Senate Committee. Please notify me when approval has been reached. Thank you.

Enclosures

c: Eric Behr/UCC Chair

Phone: 309/438-7049
308 Hovey Hall

9.9.91.4

SEP 9- 1991

UNIVERSITY CURRICULUM COMMITTEE COVER SHEET

For All Proposals for Program Change
1988-1989

UNDERGRADUATE ONLY

ACCOUNTING

Department

10/28/90

Date

- A. Summary of proposed action (see Part B), including title of new program, and exact catalog copy for a new or altered program. (See catalog for format and examples.) Provide a summary of the changes.

Delete the Industrial Accounting Sequence

(SEE ATTACHED RATIONALE)

- B. Proposed Action (More than one item may be checked)

☐ New—see instructions for submission of new program. (see V, pp. 9-10)
☐ Change in requirements for major
☐ Change in requirements for minor (See V, 1, d, p.9)
☐ Change in requirements for sequence
☒ Other program revisions

- C. Routing and action summary

Department Chair [Signature] Date 10/30/90
College Curr. Comm. Chair [Signature] Date 11/6/90
College Dean [Signature] Date 11/6/90
Teacher Education Council _____ Date _____
(if required, see III, p.5)
University Curriculum Committee _____ Date _____

☐ Approved as submitted
☐ Approved with modifications
☐ Not approved

- D. Please submit 20 copies to the University Curriculum Committee

9.9. 91.4

APPENDIX B

ILLINOIS STATE UNIVERSITY
COLLEGE OF BUSINESS
UNDERGRADUATE CURRICULUM COMMITTEE

EVIDENCE OF FACULTY SUPPORT FOR PROPOSED CURRICULUM CHANGES

A factor the College of Business Undergraduate Curriculum Committee considers in deciding whether to approve a proposed curriculum change is whether the proposal enjoys the informed support of the faculty originating the proposal. Please answer the questions shown below, and attach this document behind the UCC's cover-sheet form. This form will not be forwarded to the University Curriculum Committee.

1. Has the proposed curriculum change been discussed in a departmental faculty meeting? (If no, please explain.)

Yes

2. Has the faculty been polled as to whether they approve or disapprove of the proposal? (If no, please explain.)

Yes

3. If a poll was taken, please summarize its results below:

For the proposal	<u>11</u>
Against the proposal	<u>1</u>
Abstaining	<u>0</u>
Not voting	<u>8</u>
TOTAL	<u>20</u> =====

(If a majority of the polled faculty are not in favor of the proposal, please explain.)

PROGRAM TO BE DELETED

Industrial Accounting Sequence

Required Courses

ACC 131, Elementary Accounting I
ACC 132, Elementary Accounting II
ACC 166, Introduction to Business Information Systems
ACC 230, Managerial Accounting
ACC 231, Intermediate Accounting I
ACC 232, Intermediate Accounting II
ACC 332, Advanced Managerial Accounting
BEA 240, Report Writing for Business
FAL 208, Legal Environment for Business
FAL 240, Business Finance
FAL 341, Capital Investment Decision Making
IT 192, Introduction to Manufacturing Management
IT 233, Machine Tool Technology
IT 292 or 331, Materials Technology
MKT 230, Introduction to Marketing Management
MQM 100, Business and Economic Statistics
MQM 220, Business Organization and Management
MQM 227 or IT 311, Production Management
MQM 327, Operations Management
MQM 385, Problems in Business
COM 110, Fundamentals of Speech Communication
COM 123, Interpersonal Communication
ECO 101, Principles of Microeconomics
ECO 102, Principles of Macroeconomics
MAT 121 or 145, Intro. to Calculus, Business and Social
Sciences

PROGRAM DELETION REQUEST

1. Institution: Illinois State University
2. Responsible Department: Accounting
3. Program Title: Industrial Accounting Sequence
4. CIPS Classification: _____
5. Anticipated Date of Implementation: Fall 1991
6. Rationale:

There are three reasons for eliminating the Industrial Accounting Sequence: the need to meet American Assembly of Collegiate Schools of Business [AACSB] curriculum standards, the small number of majors in the program, and the existence of other alternatives for students.

The most compelling reason is that the Industrial Accounting Sequence does not meet the accounting common body of knowledge that is needed for separate [AACSB] accounting accreditation. Specifically, this sequence does not require students to take a course in auditing or taxation. The AACSB Standards and Guidelines requires all graduates of an accounting program to have five specific areas of accounting including these two areas of auditing and taxation.

The small size of the program further supports this decision. Since this program was created in 1983, only six students have graduated. Currently, three students are perusing this option. All of these students, however, are presently following financial accounting sequence course requirements. According to the department academic advisor, all three students are planning to change sequences but have not yet initiated the formal paperwork to do so.

Finally, there are other, better options for College of Business students wishing to prepare for a career in accounting. The Financial Accounting sequence is a healthy program that meets the accounting common body of knowledge required by the accrediting agency AACSB.

7. Arrangements To Be Made for Program Faculty and Students:

Since there are no courses unique to this program in the Department of Accounting, there is no impact on staffing.

No new students will be admitted to the sequence beginning Fall, 1991. Those three students who have shown an interest in the Industrial Accounting Sequence will be encouraged to pursue the Financial Accounting Sequence by officially changing their declared sequence from Industrial Accounting to Financial Accounting.

8. Anticipated Impact on Other Campus Programs:

Since there are no students currently pursuing this sequence there will be no impact on other programs.

9. Anticipated Budgetary Effects: None

Additional Information

10. Results of the Faculty Straw Poll:

In favor of <u>disestablishing</u> the Industrial Accounting Sequence	11
In favor of <u>retaining</u> the Industrial Accounting Sequence	1
Not voting [i.e. did not return a ballot]	<u>8</u>
Total	<u>20</u> <u>==</u>

MEMORANDUM

TO: Dean Robert Jefferson
College of Business

FROM: Gary L. Fish *gary*
Department of Accounting Office 309/438-5259

DATE: November 6, 1990

RE: Curriculum proposal to delete the Industrial Accounting Sequence

Attached is the proposal to delete the Industrial Accounting Sequence. I would suggest that you sign this proposal and forward to the University Curriculum Committee.

This proposal was approved by the College Curriculum Committee with the understanding that a memo would be obtained from the Chair of the Industrial Technology Department who is Dr. Franzie Loepp. The objective of the memo would be to have in writing that the IT Department is aware of our proposal and do not object to the deletion of the Industrial Accounting Sequence. I called Dr. Loepp today and informed him of our proposal. He indicated that he would support the proposal to delete and would send a memo to me immediately to that effect. I will forward the memo to the appropriate committee with a copy to you immediately on receipt.

Thank you for your attention for prompt action.

GLF/jl
Attachment

[Cover memo only]
cc: Dean Roger Potter
Dr. Stan Jenne
Dr. Max Rexroad
Dr. Tim Duffy
Dr. Malcolm McClure
Dr. Franzie Loepp

SEP 9 - 1991

UNIVERSITY CURRICULUM COMMITTEE COVER SHEET

For All Proposals for Program Change
1990-91

UNDERGRADUATE ONLY Home Economics 11-90
 Department Date

- A. Summary of proposed action (see Part B), including title of new program, and exact catalog copy for a new or altered program. (See catalog for format and examples.) Provide a summary of the changes.

The Home Economics Department proposes to combine three existing sequences of study (Child Development and Family Relationships, Consumer Services, and Home Economics Education) into one sequence of study to be called Family, Consumer, & Educational Studies. Attached pages provide a rationale for such action, clarification of the specific changes involved in such a merger, and exact catalog copy for the new program.

- B. Proposed Action (More than one item may be checked)
- ☐ New—see instructions for submission of new program. (See V, pp. 7-8)
 - ☐ Change in requirements for major
 - ☐ Change in requirements for minor (See V, 1, d, p. 7)
 - ☒ Change in requirements for sequence
 - ☒ Other program revisions: Consolidation of three sequences.

C. Routing and Action Summary

Dept. Chair _____ Date _____

College Curr. Comm. Chair _____ Date _____

College Dean _____ Date _____

Teacher Education Council _____ Date _____
(if required, see III, p. 3)

University Curriculum Committee _____ Date _____

☐ Approved as submitted

☐ Approved with modifications

☐ Not approved

- D. Please submit 20 copies to the University Curriculum Committee.

Institution:

Illinois State University

Responsible Department:

Home Economics

Program Title:

Home Economics

HEGIS Classification:

19.0101

Sequence Name Changes:

Existing names-- 1. Child Development and Family Relationships
2. Consumer Services
3. Teacher Education

Proposed name -- Family, Consumer, and Educational Studies

Rationale for Proposal:

Merging the Child Development and Family Relationships, Consumer Services, and Home Economics Education sequences into one sequence called Family, Consumer, and Educational Studies will serve to accomplish the following:

- (1) Provide students who enroll in the sequence with a more comprehensive conception of instructional, consumer, and enabling services for individuals and families.
- (2) Provide students with increased exposure to and understanding of methodological and theoretical frameworks common to the disciplines of child development and family relationships, consumer services, and home economics education.
- (3) Increase career opportunities for graduates by providing students with broadened exposure to Home Economics content areas.
- (4) Enhance the environment for research collaboration among faculty members of the sequences to be merged.
- (5) Fulfill a recent Program Review recommendation to reduce the number of sequences offered within the Home Economics Department.

9.9.91.4

Anticipated Date of Implementation:

Fall semester of 1992.

Specific Changes Involved:

- (1) Merged three separate sequences (Child Development and Family Relationships, Consumer Services, and Teacher Education) into one sequence. Named the newly formed sequence: Family, Consumer, and Educational Studies.
- (2) Increased the total hours required for majors in this new sequence (as compared to separate sequences before the merger). Specifically, students specializing in human development or family relationships will be required to take the same 15 core hours, 45 sequence hours as opposed to 39 hours previously, and the same 9 general education hours. This totals 69 hours compared to a previous 63 hours. Students specializing in consumer services will be required to take the same 15 core hours, 45 sequence hours as opposed to 21 hours previously, and 15 general education hours as opposed to 12 hours previously. This totals 75 hours compared to a previous 57 hours. Students specializing in teacher education will be required to take the same 15 core hours, 57 sequence hours as opposed to 58 or more hours previously, and 48 general education hours as opposed to 16-18 hours previously. This totals 120 hours compared to a previous 89 hours.
- (3) While the required "home economics core" comprised of HEC 100, 101, 102, 103, 104, 200, and 300 remained the same, a new "sequence core" comprised of HEC 226, 231, 232, 233, 244, 310, and 333 was developed.
- (4) Eliminated two options (Options B and C) which existed for students enrolled in the former Teacher Education sequence. Allowed students to choose to specialize in one of four options: Human Development (rather than Child Development), Family Relationships, Consumer Services, or Teacher Education.
- (5) For students choosing the Human Development Option:
 - HEC 226, 232, 233, 244, and 333 are new requirements.
 - HEC 398 will be required for 3 hours rather than 6 hours.
 - HEC 212 and 305 are added to the choices a student can select from in order to fulfill sequence hours.
 - SED 109 is no longer a specific requirement. A student may select it to fulfill sequence hours.
 - To accommodate the merger, additional University Studies or general electives have been recommended.
 - ACS 150 or 155 is a required US.

(6) For students choosing the Family Relationships Option:

- HEC 226, 232, 233, 244, and 333 are new requirements.
- HEC 250 and SED 109 are no longer specific requirements. They are added to the choices a student can select from in order to fulfill sequence hours.
- HEC 308 is no longer a requirement.
- HEC 212 has been added to the choices a student can select from in order to fulfill sequence hours.
- HEC 305 and SED 362 have been added as new requirements.
- HEC 398 will be required for 3 hours rather than 6 hours.
- To accommodate the merger, additional University Studies or general electives have been recommended.
- ACS 150 or 155 is a required US.

(7) For students choosing the Consumer Service Option:

- HEC 226 and 231 are new requirements.
- HEC 310 and 244 are new requirements rather than choices a student would select from in order to fulfill sequence hours.
- HEC 343 is a new requirement.
- HEC 305 has been added to the choices a student can select from in order to fulfill sequence hours.
- BEA 100 is a newly required US.
- ACS 150 or 155 is a required US.
- To accommodate the merger, additional University Studies or general electives have been recommended.

(8) For students choosing the Teacher Education Option:

- As a result of new State Board of Education changes, seven subject matter area endorsements will exist instead of six.
- Titles of subject matter endorsements have been renamed to coordinate with new State Board of Education changes.
- HEC 226, 231, 232, 233, 244, 310 and 333 are requirements rather than choices to select from in order to fulfill sequence hours.
- All endorsement requirements are achieved solely through Home Economics courses. Thus, PSY 220, 247, 303, 347 and ART 103 are not offered as means to accumulate needed sequence hours.
- HEC 380 is no longer required.
- HEC 327 has been added to the choices from which a student can select in order to fulfill sequence hours and attain a Fashion and Clothing Services endorsement.
- University Studies requirements have been changed and expanded to meet new State Board of Education General Education Certification requirements.
- ACS 150 or 155 is a required US.

Board of Regents Chancellor's Office

TABLE 2

Format to be used when adding subdivisions to a major in which there are pre-existing subdivisions -- attachment to request for approval.

(Identify each course by Course Number, Course Title & Hours.
Asterisk all new courses.)

Existing SubdivisionsNew SubdivisionCORE COURSES (Required
of all program majors)Child Devel. &
Family Rel.Subtotal 15
Core Hours _____CORE COURSES (Required
of all program majors)

Consumer Serv. Home Ec. Educ.

Subtotal 15
Core Hours _____CORE COURSES (Required
of all program majors)Subtotal 15
Core Hours _____REQUIRED SPECIALIZED
COURSESREQUIRED SPECIALIZED
COURSESREQUIRED SPECIALIZED
COURSESSubtotal
Specialized Hours 39 _____Subtotal
Specialized Hours 21 _____ 58Subtotal
Specialized Hours 45 - 57 _____

ELECTIVE COURSES

ELECTIVE COURSES

ELECTIVE COURSES

Subtotal
Elective Hours _____
Univ. Studies 9
Total Program Hours 63 _____Subtotal
Elective Hours _____
Univ. Studies 12 16-18
Total Program Hours 57 _____ 89Subtotal
Elective Hours _____
Univ. Studies 9-48
Total Program Hours 69-120 _____

Arrangements to be Made for Program Faculty and Students:

- (1) Development of new advisement student guide sheets outlining requirements.
- (2) Enrollment figures for HEC 226 and 244 are likely to increase each by an estimated 10 students per semester offered. Faculty members involved in the teaching of these course, as well as the department chairperson, do not foresee this increase to be problematic.
- (3) Once new sequence is in place, the faculty directly involved will need to meet regularly to assess the overall implementation of new sequence requirements.

Anticipated Impact on Other Campus Programs:

Minor fluctuations in various course enrollments may be experienced by other departments across the university.

Anticipated Budgetary Effect:

No major budgetary effect is anticipated.

Exact Catalog Copy Proposed:

Family, Consumer, and Educational Studies Sequence:

- 69-120 hrs req, including 9-48 hrs. in University Studies.
- 15 hr Core: HEC 100, 101, 102, 103, 104, 200, 300
- 45-57 hr Sequence: HEC 226, 231, 232, 233, 244, 310, 333, and option A, B, C, or D that follows. A. Human Development: HEC 250, 307, 308, 309, 398 (3hrs); SAS 323; and 6 hrs from HEC 212, 304, 305, 314, 394; SAS 123 or PSY 123; SED 109. B. Family Relationships: HEC 305, 307, 309, 398 (3hrs); SAS 323; SED 362; and 6 hrs from HEC 212, 250, 304, 394; C&I 312; SAS 123 or PSY 123; SAS 262; SED 109. C. Consumer Services: HEC 331, 343, 398 (3hrs); COM 165 or ENG 249; MKT 230; and 9 hrs from HEC 213, 216 or 311, 225, 320. D. Teacher Education: HEC 203 and 382. Part of the endorsement program leading to certification by the State of Illinois for teaching home economics courses grades 6-12. Four endorsements are obtained through required department core and sequence courses: 1) Interpersonal & Family Relationships and Parenting, 2) Consumer Education and Resource Management, 3) Interior Furnishings Services/Living Environments, and 4) Institutional and Home Management. Select a minimum of 5 hours to complete one or more additional endorsements: 5) Child and Day Care Services 3-5 hours from HEC 250, 307, 308, 314, or 394. 6) Food and Nutrition Services 5 hours from 113, 213, 316, 318, or 319. 7) Fashion and Clothing Services 3-5 hours from HEC 122 or 220, 225, 228, 229, 323, 327, 361, or 368. Twenty-four hrs. Professional Education from PSY 215; C&I 200 (8 hrs), or C&I 200.01 and 200.02 and 200.03 and 200.04, or C&I 200.03 and 216 and SED 218; EAF 228 or 231 or 235; STT 399. See Teacher Education Admission-Retention Program found in University-wide Teacher Education Program Requirements for admission and retention standards. Also see Home Economics Selective Admission-Retention Policy section of this catalog.
- 9-48 hrs University Studies: ACS 150 or 155 (US VII); and A, B, C, or D corresponding to option chosen above. A. Human Development— BIO 170 (US III); PSY 111 (US V). B. Family Relationships— BIO 170 (US III); PSY 111 (US V). C. Consumer Services—CHE 104 (US III); ECO 100 and ECO 101 (US V); BEA 100 (US VII). D. Teacher Education: ENG 145 (US I), COM 110 (US I); HIS 135 (US II) or 136 (US II), any US II ENG course, any remaining US II course; BSC 181 (US III), CHE 110 (US III) & 112 (US III); MAT 105 (US IV) or 120 (US IV) or 121 (US IV) or 145 (US IV) or 151 (US IV); POS 105 (US V), PSY 111 (US V), any other US V course except AGR 110; any US VI course from ART, IDS, MUS, or THE; HSC 100 or 155 or 171 (US VII); any US VIII course from ART, ENG, HIS, MUS, PHIL, or THE. These courses satisfy the Illinois State Board of Education's General Education Certification requirements.
- Recommended University Studies or general electives: ACS 140; BEA 101, 140, 240; COM 123, 162, 163, 223; ENG 145; MAT 120; MKT 231; POS 232; PSY 112; SAS 106, 211.

CATALOG COPY COMPARISON

Before merger

Child Development and Family Relationships Sequence:

- 63 hrs req. including 9 hrs in University Studies.
- 15 hr Core: HEC 100, 101, 102, 103, 104, 200, 300.
- 39 hr Sequence: HEC 231, 250, 307, 308, 309, 310, 398 (2 consecutive semesters, 3 hrs each); SAS 323; SED 109; 9 hrs from A or B following. A. Child Development: HEC 304, 314, 333, 394; SAS 123 or PSY 123. B. Family Relationships: C&I 312; HEC 333, 393 (Family Conflict Resolution), 394; SAS 123 or PSY 123; SAS 262.
- 9 hrs University Studies: ACS 155 (US VII); BSC 170 (US III); PSY 111 (US V).
- Recommended University Studies or general electives: C&I 110; PSY 112; SAS 106.

Consumer Services Sequence:

- 57 hrs req. including 12 hrs in University Studies.
- 15 hr Core: HEC 100, 101, 102, 103, 104, 200, 300.
- 21 hr Sequence: COM 165 or ENG 249; HEC 232, 233, 331, 333, 398 (3 hrs); MKT 230.
- 9 additional hrs from: HEC 213, 216 or 311, 225, 244, 310, 320.
- 12 hrs University Studies: ACS 155 (US VII); CHE 104 (US III); ECO 101 (US V), 102 (US V).
- Recommended University Studies or general electives: ACS 140; BEA 101, 140, 240; COM 123, 162, 163, 223; ENG 145; MAT 120; MKT 231; POS 232.
- A minor in Business Administration or Public Relations is highly recommended.

Teacher Education Sequence:

- 89 hrs req. including Professional Education requirements and 16 to 18 hrs in University Studies.
- Part of the entitlement program leading to certification by the State of Illinois for teaching home economics courses in grades 6-12. See Teacher Education Admission Retention Program found in University-wide Teacher Education Program Requirements for admission and retention standards. Also see Home Economics Selective Admission-Retention Policy section of this catalog.
- 15 hr Core: HEC 100, 101, 102, 103, 104, 200, 300.
- 34 or more hr Sequence: HEC 203 and A or B or C below. A. HEC 380, 382; and 6 hrs in each of 4 out of 6 areas listed below (group titles based on state requirements): 1) Human Development HEC 250, 307, 308, 314; PSY 247 or 303 or 347. 2) Interpersonal and Family Relations HEC 231, 309, 310; PSY 220. 3) Consumer Education and Home Management HEC 232, 233, 331, 333. 4) Food and Nutrition HEC 113, 213, 311, 313, 316, 318, 319. 5) Housing, Home Furnishings and Equipment HEC 218, 244, 340, 343; ART 103. 6) Clothing and Textiles HEC 220, 225, 226, 323, 361, 368, 369. B. HEC 320 or 333; and 6 hrs in each of 2 groups from 1 to 6 above; plus a minor or second major. C. 9 hrs in Human Development and 6 hrs in Interpersonal and Family Relations plus a minor in Early Childhood Education. To qualify for endorsements to teach in Early Childhood Education minor, student should consult with adviser.
- 16 to 18 hrs University Studies: COM 110 (US I); HIS 135 (US II) or 136 (US II) or 137 (US II) or POS 105 (US V); PSY 111 (US V); ACS 155 (US VII); BSC 181 (US III) or CHE 104 (US III) or 110 (US III); 3 hrs from BSC 181 (US III), BSC 182 (US III), HPR 113 (US VII), HPR 122 (US VI), HPR 122.02 (US VI), HPR 123 (US VI), HPR 123.02 (US VI), HPR 180 (US VII), HSC 100 (US VII), HSC 155 (US VII), HSC 194 (US VII), HSC 196 (US VII), IT 171 (US VII).
- 24 hrs Professional Education: PSY 215; C&I 200 (8 hrs), or C&I 200.01 and 200.02 and 200.03 and 200.04, or C&I 200.03 and 216 and SED 218; EAF 228 or 231 or 235; STT 399.

After merger

Family, Consumer, and Educational Studies Sequence:

- 64-120 hrs req. including 9-48 hrs. in University Studies.
- 15 hr Core: HEC 100, 101, 102, 103, 104, 200, 300.
- 45-57 hr Sequence: HEC 226, 231, 232, 233, 244, 310, 333, and option A, B, C, or D that follows. A. Human Development: HEC 250, 307, 308, 309, 398 (3hrs); SAS 323; and 6 hrs from HEC 212, 304, 305, 314, 394; SAS 123 or PSY 123; SED 109. B. Family Relationships: HEC 305, 307, 309, 398 (3hrs); SAS 323; SED 362; and 6 hrs from HEC 212, 250, 304, 394; C&I 312; SAS 123 or PSY 123; SAS 262; SED 109. C. Consumer Services: HEC 331, 343, 398 (3hrs); COM 165 or ENG 249; MKT 230; and 9 hrs from HEC 213, 216 or 311, 225, 320. D. Teacher Education: HEC 203 and 382. Part of the endorsement program leading to certification by the State of Illinois for teaching home economics courses grades 6-12. Four endorsements are obtained through required department core and sequence courses: 1) Interpersonal & Family Relationships and Parenting, 2) Consumer Education and Resource Management, 3) Interior Furnishings Services/Living Environments, and 4) Institutional and Home Management. Select a minimum of 5 hours to complete one or more additional endorsements: 5) Child and Day Care Services 3-5 hours from HEC 250, 307, 308, 314, or 394. 6) Food and Nutrition Services 5 hours from 113, 213, 316, 318, or 319. 7) Fashion and Clothing Services 3-5 hours from HEC 122 or 220, 225, 228, 229, 323, 327, 361, or 368. Twenty-four hrs. Professional Education from PSY 215; C&I 200 (8 hrs), or C&I 200.01 and 200.02 and 200.03 and 200.04, or C&I 200.03 and 216 and SED 218; EAF 228 or 231 or 235; STT 399. See Teacher Education Admission-Retention Program found in University-wide Teacher Education Program Requirements for admission and retention standards. Also see Home Economics Selective Admission-Retention Policy section of this catalog.
- 9-48 hrs University Studies: ACS 150 or 155 (US VII); and A, B, C, or D corresponding to option chosen above. A. Human Development—BIO 170 (US III); PSY 111 (US V). B. Family Relationships—BIO 170 (US III); PSY 111 (US V). C. Consumer Services—CHE 104 (US III); ECO 100 and ECO 101 (US V); BEA 100 (US VII). D. Teacher Education: ENG 145 (US I), COM 110 (US I); HIS 135 (US II) or 136 (US II), any US II ENG course, any remaining US II course; BSC 181 (US III), CHE 110 (US III) & 112 (US III); MAT 105 (US IV) or 120 (US IV) or 121 (US IV) or 145 (US IV) or 151 (US IV); POS 105 (US V), PSY 111 (US V), any other US V course except AGR 110; any US VI course from ART, IDS, MUS, or THE; HSC 100 or 155 or 171 (US VII); any US VIII course from ART, ENG, HIS, MUS, PHIL, or THE. These courses satisfy the Illinois State Board of Education's General Education Certification requirements.
- Recommended University Studies or general electives: ACS 140; BEA 101, 140, 240; COM 123, 162, 163, 223; ENG 145; MAT 120; MKT 231; POS 232; PSY 112; SAS 106, 211.

For both before and after

Selective Admission-Retention Policy for the Teacher Education Option in Home Economics

Selective Admission: All home economics education students planning to become certified teachers must apply for and be admitted to the University's Teacher Education Program (see Teacher Education Admission-Retention Program section of this catalog). Upon applying for admission a home economics student must have verified the following:

1. A minimum GPA of 2.5 overall and in all Home Economics courses including Professional Education courses.
2. A positive recommendation for Admission to Teacher Education by all Home Economics faculty. See departmental adviser for procedure.
3. An interview with the Home Economics Education Coordinator.
4. Completion of HEC 100.

Selective Retention: In order to receive departmental approval for a student teaching assignment the student must verify the following:

1. Maintain a GPA of 2.5 in all courses and in all Home Economics courses including Professional Education courses.
2. Completion of home economics courses 100, 101, 102, 103, 104, 200, 300; or the equivalent for transfer students.

COURSES INVOLVED IN THESE PROPOSED CHANGES
in alpha-numeric order

ACS 140	INTRODUCTION TO THE COMPUTER WORLD
ACS 150	USING MICROCOMPUTER PRODUCTIVITY TOOLS
ACS 155	INTRODUCTION TO MICROCOMPUTERS
ART 103	VISUAL ELEMENTS
BEA 100	BUSINESS AND ITS ENVIRONMENT
BEA 101	
BEA 140	BUSINESS COMMUNICATIONS
BEA 240	REPORT WRITING FOR BUSINESS
BIO 170	GENETICS AND SOCIETY
BSC 181	HUMAN PHYSIOLOGY AND ANATOMY I
BSC 182	HUMAN PHYSIOLOGY AND ANATOMY II
C&I 200	PROFESSIONAL SEQUENCE
C&I 200.01	SECONDARY EDUCATION
C&I 200.02	SECONDARY EDUCATION
C&I 200.03	
C&I 200.04	SECONDARY SCHOOL READING
C&I 216	SECONDARY EDUCATION
C&I 312	URBAN FIELD EXPERIENCE
CHE 104	CHEMISTRY OF LIFE
CHE 110	FUNDAMENTALS OF CHEMISTRY
CHE 112	FUNDAMENTAL CHEMISTRY LABORATORY
COM 110	FUNDAMENTALS OF SPEECH COMMUNICATION
COM 123	INTERPERSONAL COMMUNICATION
COM 162	RADIO PRODUCTION
COM 163	TELEVISION PRODUCTION
COM 165	REPORTING I
COM 223	SMALL GROUP PROCESSES
EAF 228	SOCIAL FOUNDATIONS
EAF 231	INTRODUCTION TO PHILOSOPHY OF EDUCATION
EAF 235	HISTORICAL FOUNDATIONS
ECO 100	PRINCIPLES OF ECONOMICS I
ECO 101	PRINCIPLES OF ECONOMICS II
ENG 101	LANGUAGE AND COMPOSITION I
ENG 145	LANGUAGE AND COMPOSITION II
ENG 249	TECHNICAL WRITING I
HEC 100	INTRODUCTION TO HOME ECONOMICS
HEC 101	HUMAN AND FAMILY DEVELOPMENT
HEC 102	NUTRITION IN THE LIFESPAN

HEC 103	MANAGEMENT FOR CONSUMERS
HEC 104	DESIGN IN THE HUMAN ENVIRONMENT
HEC 113	PRINCIPLES OF FOOD PREPARATION
HEC 122	CLOTHING CONSTRUCTION I
HEC 200	HOME ECONOMICS CAREER OPTIONS
HEC 203	COMPETENCIES FOR TEACHING
HEC 212	FAMILY HEALTH AND WELL BEING
HEC 213	MEAL MANAGEMENT
HEC 216	APPLIED NUTRITION
HEC 218	ENERGY SYSTEMS FOR RESIDENTIAL DESIGN
HEC 220	CLOTHING CONSTRUCTION II
HEC 225	TEXTILES
HEC 226	APPAREL
HEC 228	APPAREL DESIGN
HEC 229	FASHION ACCESSORIES
HEC 231	FAMILY RELATIONSHIPS
HEC 232	ADVANCED HOME MANAGEMENT CONCEPTS
HEC 233	FAMILY ECONOMIC RESOURCES
HEC 244	INTERIOR SYSTEMS AND HOUSING
HEC 248	CONTEMPORARY INTERIOR DESIGN
HEC 250	CHILD DEVELOPMENT AND GUIDANCE
HEC 300	CONTEMPORARY ISSUES IN HOME ECONOMICS
HEC 304	CURRICULUM DEVELOPMENT IN HOME ECONOMICS
HEC 305	LATER LIFE FAMILIES (Proposed new course)
HEC 307	INFANT AND PRESCHOOL CHILD
HEC 308	ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS
HEC 309	COUPLE RELATIONSHIPS
HEC 310	FAMILY CRISES
HEC 311	COMMUNITY NUTRITION
HEC 313	FOOD CUSTOMS
HEC 314	EARLY CHILDHOOD NUTRITION EDUCATION
HEC 316	FOOD SCIENCE
HEC 318	FOOD SERVICE MANAGEMENT
HEC 319	QUANTITY FOODS
HEC 320	PRESENTATION AND DEMONSTRATION TECHNIQUES
HEC 323	ADVANCED TEXTILES
HEC 327	CLOTHING AND BEHAVIOR
HEC 331	CONSUMER MATERIALS
HEC 333	FAMILY AND CONSUMER PUBLIC POLICY
HEC 338	HISTORY OF FURNISHINGS AND INTERIORS
HEC 340	APPLIED INTERIOR DESIGN
HEC 343	CONSUMER HOUSING ALTERNATIVES
HEC 361	FASHION HISTORY
HEC 368	FASHION PROMOTION
HEC 369	FASHION MERCHANDISING
HEC 380	ORGANIZATION AND ADMINISTRATION OF VOCATIONAL COOPERATIVE EDUCATION PROGRAMS
HEC 382	COORDINATION TECHNIQUES OF COOPERATIVE VOCATIONAL EDUCATION PROGRAMS
HEC 394	HEALTH ASPECTS OF AGING
HEC 398	PROFESSIONAL PRACTICE: HOME ECONOMICS
HIS 135	HISTORY OF THE UNITED STATES TO 1865
HIS 136	HISTORY OF THE UNITED STATES SINCE 1865
HIS 137	THE AMERICAN EXPERIENCE

HPR 113	PERSONAL FITNESS
HPR 122	MODERN DANCE I
HPR 122.02	MODERN DANCE II
HPR 123	BALLET I
HPR 123.02	BALLET II
HPR 180	FIRST AID
HSC 100	INTRODUCTION TO HEALTH COMMUNITY
HSC 155	MAN AND ENVIRONMENT: A HEALTH PERSPECTIVE
HSC 171	PRINCIPLES OF ACCIDENT PREVENTION
HSC 194	HEALTHFUL FAMILY LIVING
HSC 196	DRUGS IN LIFE STYLES
IT 171	PRINCIPLES OF ACCIDENT PREVENTION
MAT 105	ELEMENTARY APPLICATIONS OF MATHEMATICS
MAT 120	FINITE MATHEMATICS FOR BUSINESS AND SOCIAL SCIENCES
MAT 121	INTRODUCTION TO CALCULUS FOR BUSINESS AND SOCIAL SCIENCES
MAT 145	CALCULUS I
MAT 151	STRUCTURE OF NUMBER SYSTEMS I
MKT 230	BASIC MARKETING
MKT 231	BUYER BEHAVIOR
POS 105	AMERICAN GOVERNMENT AND POLITICS
POS 232	POLITICS AND PUBLIC POLICY
PSY 111	GENERAL PSYCHOLOGY
PSY 112	DEVELOPMENTAL PSYCHOLOGY OF THE LIFE SPAN
PSY 123	HUMAN SEXUALITY
PSY 215	EDUCATIONAL PSYCHOLOGY
PSY 247	CHARACTERISTICS OF LD/BD/EMH IN CHILDREN AND ADOLESCENTS
PSY 303	ADULT DEVELOPMENT AND AGING
PSY 347	BEHAVIOR DISORDERS IN CHILDREN
SAS 106	INTRODUCTION TO SOCIOLOGY
SAS 123	HUMAN SEXUALITY
SAS 211	SOCIAL GERONTOLOGY
SAS 262	MARRIAGE AND THE FAMILY
SAS 323	CHILD WELFARE SERVICES
SED 109	HELPING RELATIONSHIPS
SED 218	SECONDARY SCHOOL READING
SED 362	BASIC SKILLS IN COUNSELOR EDUCATION
STT 399	STUDENT TEACHING

ILLINOIS STATE UNIVERSITY

For All Proposals for Program Change

UNDERGRADUATE ONLYHOME ECONOMICS11/30/90

Department

Date

- A. Summary of proposed action (see Part B), including title of new program, and exact catalog copy of a new or altered program. (See catalog for format and examples.) Provide a summary of the changes.

Combine the following sequences:

Home Economics-Fashion Merchandising and Home Economics-Fashion Design into Home Economics-Apparel, Merchandising and Design.

See Attachments for Catalog Copy.

- B. Proposed Action (More than one item may be checked)

_____ New—see instructions for submission of new program. (See V, pp. 7-8)

_____ Change in requirements for major

_____ Change in requirements for minor (See V, 1, d, p.7)

X Change in requirements for sequence

X Other program revisions: Consolidation of two sequences

- C. Routing and Action Summary

Dept. Chair. Connie G. Lutz Date 11-30-90

Coll. Curr. Comm. Chair, _____ Date _____

Coll. Dean _____ Date _____

Teacher Education Council _____ Date _____

(if required, see III, p. 3)

University Curr. Comm. Chair. _____ Date _____

_____ Approved as submitted

_____ Not Approved

_____ Approved with modifications

- D. Please submit 20 copies to the University Curriculum Committee.

9.9.91.4

APPENDIX D-2

PROGRAM CONSOLIDATION REQUEST

1. Institution: Illinois State University
2. Responsible Department: Home Economics
3. Program Title: Home Economics Major
4. HEGIS Classification (if applicable): 19.0901
5. Existing Name of Sequence(s): Fashion Merchandising; Fashion Design
Proposed Name of Sequence: Apparel, Merchandising and Design Sequence
6. Anticipated Date of Implementation: Summer 1992
7. Rationale: (See Attachment p. 2)
8. Core Courses in Major and Sequence Electives: (See Catalog Copy p. 4, 5 & 6).
9. Arrangements to be Made for Program, Faculty and Students:

No changes will occur in faculty load. Currently one course is being added to the catalog. Faculty have been attending workshops and professional meetings in preparation to teach this new course.

Student will see greater emphasis on career opportunities other than fashion merchandising and fashion design. Last spring students who participated in a travel study tour of the fashion industry in Chicago were exposed to many new and varied career opportunities.

10. Anticipated Impact on Other Campus Programs:

Required art courses have been removed for both fashion merchandising and fashion design. This move should ease the overcrowding in the Art Department.

11. Anticipated Budgetary Effect: No additional budgetary effects are anticipated.
12. Revised Catalog Copy: (See Attached Page 5 & 6)

RATIONALE FOR COMBINING SEQUENCES

FASHION MERCHANDISING AND FASHION DESIGN

An outcome of the Program Review in 1989 of the Department of Home Economics was to investigate the sequences available and to determine if any sequence could be combined. After careful consideration the faculty in clothing and textiles would like to recommend the combination of the Home Economics - Fashion Merchandising Sequence and the Home Economics - Fashion Design Sequence to create the Home Economics - Apparel, Merchandising and Design Sequence.

Although fashion merchandising businesses both in management and buying continue to be strong employers of our students, the clothing and textile industry is broader. Currently, our students are being hired in manufacturing, quality control and sales. The new sequence will allow students to follow one of two routes: fashion merchandising or design/production. A common set of sequence course requirements has been established. The faculty envisions that the design/production route will allow students a flexibility not currently available. This route should be a welcomed choice for many of our current fashion merchandising students. The faculty believe that the new Home Economics — Apparel, Merchandising and Design Sequence better reflects the jobs available for students in the clothing and textile industry.

Board of Regents Chancellor's Office

TABLE 2

Format to be used when adding subdivisions to a major in which there are pre-existing subdivisions -- attachment to request for approval.

(Identify each course by Course Number, Course Title & Hours.
Asterisk all new courses.)

Existing Subdivisions

New Subdivision

CORE COURSES (Required
of all program majors)

CORE COURSES (Required
of all program majors)

CORE COURSES (Required
of all program majors)

Subtotal
Core Hours 15

Subtotal
Core Hours 15

Subtotal
Core Hours 15

REQUIRED SPECIALIZED
COURSES

REQUIRED SPECIALIZED
COURSES

REQUIRED SPECIALIZED
COURSES

Subtotal
Specialized Hours 33

Subtotal
Specialized Hours 32

Subtotal
Specialized Hours 36

ELECTIVE COURSES

ELECTIVE COURSES

ELECTIVE COURSES

Subtotal
Elective Hours 7

Subtotal
Elective Hours 8

Subtotal
Elective Hours 9

University Studies 9

University Studies 6

University Studies 9

Total Program Hours 64

Total Program Hours 61

Total Program Hours 69

(OLD)

Fashioning Merchandising

Fashion Design

Home Economics Core 15 sh

15 sh

HEC 100 Intro to Home Ec
HEC 101 Human and Fam Dev
HEC 102 Nutr in Lifespan
HEC 103 Mgmt for Consumer
HEC 104 Design in Human Envir
HEC 200 Home Ec Career Options
HEC 300 Cont Issues in Home Ec

HEC 100 Intro to Home Ec
HEC 101 Human and Fam Dev
HEC 102 Nutr in Lifespan
HEC 103 Mgmt for Consumer
HEC 104 Design in Human Envir
HEC 200 Home Ec Career Options
HEC 300 Cont Issues in Home Ec

Sequence Requirements 38 sh

32 sh

HEC 220 Cloth Const
HEC 225 Textiles
HEC 226 Apparel
HEC 328 Eco of Fashion
HEC 368 Promotion
HEC 369 Merchandising
HEC 398 Professional Practice (3sh)
ART 103 Visual Elements
MKT 230 Marketing
MOM 220 Management

HEC 220 Cloth Const
HEC 225 Textiles
HEC 226 Apparel
HEC 228 Apparel Design
HEC 322 Flat Pattern
HEC 324 Draping & Design
HEC 362 20th Century Fashion
ART 103 Visual Elements
ART 104 Basic Drawing
ART 213 Life Drawing
ART 351 Spec Projects in Art (3 sh)

Electives 7 sh

Electives 8 sh

Marketing Elective 3 sh

(MKT 233 Advertising or
(MKT 234 Prof Selling or
(MKT 335 Retail Mgmt

University Studies 9 sh

University Studies 6 sh

ACS 155 Introduction to Microcomp.
CHE 104 Chemistry of Life
ECO 101 Economics

CHE 104 Chemistry of Life
ACS 155 Intro to Microcomputers

64 total hours

61 total hours

cat:old

(NEW)

APPAREL, MERCHANDISING AND DESIGN

Home Economics Core 15 sh

HEC 189 Intro to Home Ec
HEC 191 Human and Fam Dev
HEC 192 Nutr in Lifespan
HEC 193 Mgmt for Consumer
HEC 194 Design in Human Envir
HEC 249 Home Ec Career Options
HEC 349 Cont Issues in Home Ec

Sequence Requirements 18 sh

HEC 122 or 220 Cloth Const
HEC 225 Textiles
HEC 226 Apparel
HEC 328 Eco of Fashion
HEC 329 Apparel Prod Analysis
(HEC 365 Design Studio or
or
or
(HEC 398 Professional Practice

Choose either A or B:

A. Fashion Merchandising 18 sh

HEC 368 Promotion
HEC 369 Merchandising
HEC 398 Professional Practice (3 sh)
MKT 230 Marketing
MQM 220 Management
(MKT 233 Advertising or
(MKT 234 Prof Selling or
(MKT 335 Retail Mgmt

9 sh electives

B. Design/Production 18 sh

(HEC 220 Cloth Const II or
(HEC 325 Tailoring or
(HEC 326 Fitting & Alteration
HEC 228 Apparel Design*
HEC 322 Flat Pattern
(HEC 323 Advanced Textiles or
(HEC 324 Draping & Design
HEC 327 Clothing & Behavior
(HEC 361 Fashion History or
(HEC 362 20th Century Fashion

9 sh electives

*note: HEC 228 has been put forward
to increase the hours from
2 to 3 semester hours.

University Studies 9 sh

ACS 150 Using Microcomputer Productivity Tools OR
ACS 155 Introduction to Microcomputers
CHE 104 Chemistry of Life
ECO 101 Economics

69 total hours

cst:new

* CATALOG COPY

Old Catalog Copy

1990-1991

Fashion Merchandising Sequence:

- 64 hrs req. including 9 hrs in University Studies
- 15 hr Core: HEC 100, 101, 102, 103, 104, 200, 300.
- 40 hr Sequence: ART 103; HEC 220, 225, 226, 328, 368, 369, 398 (3 hrs); MKT 230, MQM 220; 7 hrs from HEC 122, 228, 229, 289 (Design and Production of Knitwear), 322, 323, 324, 325, 326, 327, 361, 362, 393 (Travel Study: Fashion Merchandising); 1 hrs from MKT 231, 234, 335.
- 9 hrs University Studies: ACS 155 (US VII); CHE 104 (US III); ECO 101 (US V).
- Recommended University Studies or general electives: ACS 140; ECO 102; PSY 111; SAS 106.
- A minor in Business Administration is highly recommended.

Fashion Design Sequence:

- 61 hrs req. including 6 in University Studies.
- 15 hr Core: HEC 100, 101, 102, 103, 104, 200, 300.
- 46 hr Sequence: ART 103, 104, 213, 351 (3 hrs) (Fashion Illustration); HEC 220, 225, 226, 228, 322, 324, 362, 8 hrs from HEC 122, 229, 289 (Design and Production of Knitwear), 323, 325, 326, 327, 328, 361, 365, 368, 369, 393 (Travel Study: Fashion Merchandising); ART 224, 235, 240, 341, 389 (Rendering for Product Design).
- 6 hrs University Studies: ACS 155 (US VII); CHE 104 (US III).
- Recommended University Studies or general electives: ACS 140; ART 150, 155, 156, 257; ECO 101, 102; PSY 111; SAS 106; THE 130.

Proposed Catalog Copy

HOME ECONOMICS PROGRAMS

APPAREL, MERCHANDISING & DESIGN SEQUENCE

-69 hrs req. including 9 hrs in University Studies.

-15 hr Core: HEC 100, 101, 102, 103, 104, 200, 300

-45 hr Sequence: HEC 122 or 220, 225, 226, 328, 329, 365 or 398 (3 hrs.) and A or B following. A. Fashion Merchandising: HEC 368, 369, 398 (3 hrs.); MKT 230, MKT 233 or 234 or 335; MQM 220; and 9 hrs electives. B. Design/Production: HEC 220 or 325 or 326, 228, 322, 323 or 324, 327, 361 or 362, and 9 hrs. electives. The electives should be chosen from the following list: ART 103, 240, 241, 352; HEC 220, 228, 229, 233, 289 (Design and Production of Knitwear), 320, 322, 323, 324, 325, 326, 327, 331, 333, 361, 362, 365, 368, 369, 393 (Travel Study: Fashion Merchandising), 398; IT 110.

-9 hrs University Studies: ACS 150 or 155 (VII); CHE 104 (III); ECO 101 (V).

-Recommended University Studies or general electives: ART 150, 155, 156, 257, ECO 102; MAT 105 or 120; PSY 111; SAS 106; THE 130.

-For Fashion Merchandising a Business Administration or Communication minor is recommended. For Apparel Design an Art minor is recommended. For Production a minor in Business Administration or Industrial Technology is recommended.

HEC, PSY,
SASW, PAS

2/19/91

Council Approved
4/11/91

MAY 13 1991

ACADEM.

AFF.

Acceptance of Professional Development Sequences
as Reasonable and Moderate Extensions

A professional development sequence is a set of courses that leads to mastery of the content in a sub-field of an existing academic major and provides practicing professionals exposure to new knowledge or practical techniques. The professional development sequence requires no more than 12 semester hours. Sequences will be limited to the post-baccalaureate level and require that applicants be matriculated, i.e., meet all admission criteria for their class status. Students completing the requirements of the sequence are provided with a verification of completion by the university offering the sequence.

Professional development sequences should be submitted to the Board of Higher Education staff with a request that they be accepted as reasonable and moderate extensions of existing programs. Professional Development Sequences will not be included in the Board of Higher Education's Program Inventory and will not be separately identified in data reporting systems. However, additions and deletions of Professional Development Sequences should be reflected in the System's "Annual Report on Program Additions and Eliminations".

Because professional development sequences are not listed in the Board of Higher Education's Program Inventory and do not lead to the award of a degree that is included on the Board's Degrees Awarded Survey (Table Z), students enrolled exclusively (i.e. are not concurrently pursuing a related degree program) in professional development sequences should be considered non-degree seeking students and should be reported as such as on the Board of Higher Education's Fall Enrollment Survey.

5.13.91.1

CURRICULUM PROPOSAL COVER SHEET

GRADUATE ONLY

Department _____

Deadlines for receipt by Graduate Curriculum Committee:

- New Programs - September 1, two years prior to anticipated implementation date.
All other curriculum proposals - September 1 of each year for inclusion in the catalog of the following year.

Number of copies required:

- New Programs - For original submission to the Graduate Curriculum Committee, six (6) copies are required. After approval by the Curriculum Committee, an additional 15 copies will be required, to include the Graduate Council. After approval by the Council, the Academic Senate requires 55 copies.

All other curriculum proposals -- submit six (6) copies.

Proposed Action:

COURSES

- | | | |
|-------|-------------------------------------------------------------------------------------------|------------------------------------------------|
| _____ | 1. New--follow Guidelines of Graduate Curriculum Committee for 400 and 500 level courses. | |
| _____ | 2. Deletion of course |) |
| _____ | 3. Change in course level. |) <u>Summarize below and provide rationale</u> |
| _____ | 4. Change in credit hours. |) <u>on separate sheet.</u> |
| _____ | 5. Other changes. |) |

PROGRAMS

- | | | | |
|----------|--------------------------------------------|---|----------------------------------------------|
| _____ | 1. New--follow NEPR format. | | NOTE: Program approval does not |
| | (a) Number of courses within program _____ |) | connote course approval. Courses |
| | (b) What course level? _____ |) | must be approved on an individual basis. |
| _____ | 2. Change in requirements for degree. |) | <u>Summarize below and provide rationale</u> |
| <u>X</u> | 3. Other program revisions. |) | <u>on separate sheet</u> |

Summary of proposed action:

Sequence in Social Aspects In Aging The professional development sequence is housed in the Departments of Home Economics, Psychology, Sociology, Anthropology and Social Work, and Speech Pathology in cooperation with the Graduate School. Potential applicants must have earned a bachelor's degree (or equivalent) and meet the requirements for admission to the graduate school as student-at-large. Credit for courses may be applied to a graduate degree program if approved by a specific graduate program. Potential applicants may contact the Graduate School or specific departments advisers for application forms and further information.

Routing of proposal and approval signatures:

Department Chairperson	<u>[Signature]</u>	Date	<u>11/6/90</u>
College Curriculum Chairperson	<u>[Signature]</u>	Date	<u>1/29/91</u>
College Dean	<u>[Signature]</u>	Date	<u>2/4/91</u>
Graduate Dean	_____	Date	_____

GRADUATE ONLY

Department _____

Deadlines for receipt by Graduate Curriculum Committee:

New Programs - September 1, two years prior to anticipated implementation date.

All other curriculum proposals - September 1 of each year for inclusion in the catalog of the following year.

Number of copies required:

New Programs - For original submission to the Graduate Curriculum Committee, six (6) copies are required. After approval by the Curriculum Committee, an additional 15 copies will be required, to include the Graduate Council. After approval by the Council, the Academic Senate requires 55 copies.

All other curriculum proposals -- submit six (6) copies.

Proposed Action:COURSES

- _____ 1. New--follow Guidelines of Graduate Curriculum Committee for 400 and 500 level courses.
 _____ 2. Deletion of course)
 _____ 3. Change in course level.) Summarize below and provide rationale
 _____ 4. Change in credit hours.) on separate sheet.
 _____ 5. Other changes.)

PROGRAMS

- _____ 1. New--follow NEPR format. NOTE: Program approval does not
 (a) Number of courses within program _____) connote course approval. Courses
 (b) What course level? _____) must be approved on an individual basis
 _____ 2. Change in requirements for degree.) Summarize below and provide rationale
 X _____ 3. Other program revisions.) on separate sheet

Summary of proposed action:

Sequence in Social Aspects In Aging The professional development sequence is housed in the Departments of Home Economics, Psychology, Sociology, Anthropology and Social Work, and Speech Pathology in cooperation with the Graduate School. Potential applicants must have earned a bachelor's degree (or equivalent) and meet the requirements for admission to the graduate school as student-at-large. Credit for courses may be applied to a graduate degree program if approved by a specific graduate program. Potential applicants may contact the Graduate School or specific departments advisers for application forms and further information.

Routing of proposal and approval signatures:


Department Chairperson Connie J. Lee Date 11-30-90
 College Curriculum Chairperson Dean Sander Date 1/23/91
 College Dean [Signature] Date 1/23/91
 Graduate Dean _____ Date _____

Illinois State University

The Graduate School

BroMenn/ISU Consortium on Aging

TO: ✓ College of Arts and Sciences Curriculum Committee - 12 copies
College of Applied Science and Technology Curriculum Committee

FROM: Patricia K. Monoson, Director 
BroMenn/ISU Consortium on Aging

DATE: December 4, 1990

RE: Submission of a Sequence Proposal

Enclosed is a proposal for a new multidisciplinary sequence in Social Aspects of Aging. I am enclosing the Board of Regents description of the requirements for this sequence since they have just approved this new type of offering. To my knowledge this is the first professional development sequence which has been proposed. It is unique because these post-baccalaureate sequence are designed for students who are not seeking a graduate degree. The document follows the Reasonable and Moderate Extension format which is required by the Board of Regents. If there are any questions about this proposal, feel free to contact me. I would like to attend your committee meeting when the proposal is discussed. The chair of the faculty committee which developed this proposal was David Eaton, SASW. He would also like to be present during the deliberation of this proposal.

Thank you for your consideration of the document. We are hopeful that both committees will be able to address the proposal early in the spring semester in hopes of going to the Academic Senate and off campus by late spring.

cc. Robert Walsh
Connie Ley
Larry Alferink
Martin Young
Gregory Aloia
Catherine Batsche

CURRICULUM PROPOSAL COVER SHEET

GRADUATE ONLY

Department _____

Deadlines for receipt by Graduate Curriculum Committee:

- New Programs - September 1, two years prior to anticipated implementation date.
All other curriculum proposals - September 1 of each year for inclusion in the catalog of the following year.

Number of copies required:

- New Programs - For original submission to the Graduate Curriculum Committee, six (6) copies are required. After approval by the Curriculum Committee, an additional 15 copies will be required, to include the Graduate Council. After approval by the Council, the Academic Senate requires 55 copies.
All other curriculum proposals -- submit six (6) copies.

Proposed Action:

COURSES

- | | | |
|-------|-------------------------------------------------------------------------------------------|------------------------------------------------|
| _____ | 1. New--follow Guidelines of Graduate Curriculum Committee for 400 and 500 level courses. | |
| _____ | 2. Deletion of course |) |
| _____ | 3. Change in course level. |) <u>Summarize below and provide rationale</u> |
| _____ | 4. Change in credit hours. |) <u>on separate sheet.</u> |
| _____ | 5. Other changes. |) |

PROGRAMS

- | | | | |
|----------|--------------------------------------------|---|----------------------------------------------|
| _____ | 1. New--follow NEPR format. | | NOTE: Program approval does not |
| | (a) Number of courses within program _____ |) | connote course approval. Courses |
| | (b) What course level? _____ |) | must be approved on an individual basis. |
| _____ | 2. Change in requirements for degree. |) | <u>Summarize below and provide rationale</u> |
| <u>X</u> | 3. Other program revisions. |) | <u>on separate sheet</u> |

Summary of proposed action:

Sequence in Social Aspects In Aging The professional development sequence is housed in the Departments of Home Economics, Psychology, Sociology, Anthropology and Social Work, and Speech Pathology in cooperation with the Graduate School. Potential applicants must have earned a bachelor's degree (or equivalent) and meet the requirements for admission to the graduate school as student-at-large. Credit for courses may be applied to a graduate degree program if approved by a specific graduate program. Potential applicants may contact the Graduate School or specific departments advisers for application forms and further information.

Routing of proposal and approval signatures:

Department Chairperson	<u>[Signature]</u>	Date	<u>11/6/90</u>
College Curriculum Chairperson	<u>Dean Sanders</u>	Date	<u>1/23/91</u>
College Dean	_____	Date	_____
Graduate Dean	_____	Date	_____

CURRICULUM PROPOSAL COVER SHEET

GRADUATE ONLY

Department _____

Deadlines for receipt by Graduate Curriculum Committee:

- New Programs - September 1, two years prior to anticipated implementation date.
 All other curriculum proposals - September 1 of each year for inclusion in the catalog of the following year.

Number of copies required:

- New Programs - For original submission to the Graduate Curriculum Committee, six (6) copies are required. After approval by the Curriculum Committee, an additional 15 copies will be required, to include the Graduate Council. After approval by the Council, the Academic Senate requires 55 copies.

All other curriculum proposals -- submit six (6) copies.

Proposed Action:COURSES

- | | | |
|-------|-------------------------------------------------------------------------------------------|------------------------------------------------|
| _____ | 1. New--follow Guidelines of Graduate Curriculum Committee for 400 and 500 level courses. | |
| _____ | 2. Deletion of course |) |
| _____ | 3. Change in course level. |) <u>Summarize below and provide rationale</u> |
| _____ | 4. Change in credit hours. |) <u>on separate sheet.</u> |
| _____ | 5. Other changes. |) |

PROGRAMS

- | | | | |
|----------------|--------------------------------------------|---|----------------------------------------------|
| _____ | 1. New--follow NEPR format. | | NOTE: Program approval does not |
| | (a) Number of courses within program _____ |) | connote course approval. Courses |
| | (b) What course level? _____ |) | must be approved on an individual basis |
| _____ | 2. Change in requirements for degree. |) | <u>Summarize below and provide rationale</u> |
| <u>X</u> _____ | 3. Other program revisions. |) | <u>on separate sheet</u> |

Summary of proposed action:

Sequence in Social Aspects In Aging The professional development sequence is housed in the Departments of Home Economics, Psychology, Sociology, Anthropology and Social Work, and Speech Pathology in cooperation with the Graduate School. Potential applicants must have earned a bachelor's degree (or equivalent) and meet the requirements for admission to the graduate school as student-at-large. Credit for courses may be applied to a graduate degree program if approved by a specific graduate program. Potential applicants may contact the Graduate School or specific departments advisers for application forms and further information.

Routing of proposal and approval signatures:

Department Chairperson	<u>Larry Aifern</u>	Date	<u>11/30/90</u>
College Curriculum Chairperson	_____	Date	_____
College Dean	_____	Date	_____
Graduate Dean	_____	Date	_____

CURRICULUM PROPOSAL COVER SHEET

GRADUATE ONLY

Speech Pathology & Audiology
Department

Deadlines for receipt by Graduate Curriculum Committee:

New Programs - September 1, two years prior to anticipated implementation date.

All other curriculum proposals - September 1 of each year for inclusion in the catalog of the following year.

Number of copies required:

New Programs - For original submission to the Graduate Curriculum Committee, six (6) copies are required. After approval by the Curriculum Committee, an additional 15 copies will be required, to include the Graduate Council. After approval by the Council, the Academic Senate requires 55 copies.

All other curriculum proposals -- submit six (6) copies.

Proposed Action:

COURSES

- _____ 1. New--follow Guidelines of Graduate Curriculum Committee for 400 and 500 level courses.
- _____ 2. Deletion of course)
- _____ 3. Change in course level.) Summarize below and provide rationale
- _____ 4. Change in credit hours.) on separate sheet.
- _____ 5. Other changes.)

PROGRAMS

- _____ 1. New--follow NEPR format.
 - (a) Number of courses within program _____)
 - (b) What course level? _____)
- _____ 2. Change in requirements for degree.)
- X _____ 3. Other program revisions.) Summarize below and provide rationale
on separate sheet.

Summary of proposed action: Include title of course or program; provide exact catalog copy, including number and semester hours for new course.

Sequence in Social Aspects In Aging. The professional development sequence is housed in the Departments of Home Economics, Psychology, Sociology, Anthropology and Social Work, and Speech Pathology in cooperation with the Graduate School. Potential applicants must have earned a bachelor's degree (or equivalent) and meet the requirements for admission to the graduate school as student-at-large. Credit for courses may be applied to a graduate degree program if approved by a specific graduate program. Potential applicants may contact the Graduate School or specific departments advisers for application forms and further information.

Routing of proposal and approval signatures:

Department Chairperson Martin A. Givens Date _____

College Curriculum Chairperson _____ Date _____

College Dean _____ Date _____

Graduate Dean _____ Date _____

CURRICULUM PROPOSAL COVER SHEET

GRADUATE ONLY

Department _____

Deadlines for receipt by Graduate Curriculum Committee:

- New Programs - September 1, two years prior to anticipated implementation date.
 All other curriculum proposals - September 1 of each year for inclusion in the catalog of the following year.

Number of copies required:

New Programs - For original submission to the Graduate Curriculum Committee, six (6) copies are required. After approval by the Curriculum Committee, an additional 15 copies will be required, to include the Graduate Council. After approval by the Council, the Academic Senate requires 55 copies.

All other curriculum proposals -- submit six (6) copies.

Proposed Action:

COURSES

- _____ 1. New--follow Guidelines of Graduate Curriculum Committee for 400 and 500 level courses.
 _____ 2. Deletion of course)
 _____ 3. Change in course level.) Summarize below and provide rationale
 _____ 4. Change in credit hours.) on separate sheet.
 _____ 5. Other changes.)

PROGRAMS

- _____ 1. New--follow NEPR format. NOTE: Program approval does not
 (a) Number of courses within program _____) connote course approval. Courses
 (b) What course level? _____) must be approved on an individual basis
 _____ 2. Change in requirements for degree.) Summarize below and provide rationale
 X _____ 3. Other program revisions.) on separate sheet

Summary of proposed action:

Sequence in Social Aspects In Aging The professional development sequence is housed in the Departments of Home Economics, Psychology, Sociology, Anthropology and Social Work, and Speech Pathology in cooperation with the Graduate School. Potential applicants must have earned a bachelor's degree (or equivalent) and meet the requirements for admission to the graduate school as student-at-large. Credit for courses may be applied to a graduate degree program if approved by a specific graduate program. Potential applicants may contact the Graduate School or specific departments advisers for application forms and further information.

Routing of proposal and approval signatures:

Department Chairperson Connie J. Bay Date 11-30-90
 College Curriculum Chairperson [Signature] Date 1/29/91
 College Dean _____ Date _____
 Graduate Dean _____ Date _____

CURRICULUM PROPOSAL COVER SHEET

GRADUATE ONLY

Department _____

Deadlines for receipt by Graduate Curriculum Committee:

New Programs - September 1, two years prior to anticipated implementation date.

All other curriculum proposals - September 1 of each year for inclusion in the catalog of the following year.

Number of copies required:

New Programs - For original submission to the Graduate Curriculum Committee, six (6) copies are required. After approval by the Curriculum Committee, an additional 15 copies will be required, to include the Graduate Council. After approval by the Council, the Academic Senate requires 55 copies.

All other curriculum proposals -- submit six (6) copies.

Proposed Action:COURSES

- ____ 1. New--follow Guidelines of Graduate Curriculum Committee for 400 and 500 level courses.
 ____ 2. Deletion of course)
 ____ 3. Change in course level.) Summarize below and provide rationale
 ____ 4. Change in credit hours.) on separate sheet.
 ____ 5. Other changes.)

PROGRAMS

- ____ 1. New--follow NEPR format. NOTE: Program approval does not
 (a) Number of courses within program _____) connote course approval. Courses
 (b) What course level? _____) must be approved on an individual basis.
 ____ 2. Change in requirements for degree.) Summarize below and provide rationale
 X ____ 3. Other program revisions.) on separate sheet

Summary of proposed action:

Sequence in Social Aspects In Aging The professional development sequence is housed in the Departments of Home Economics, Psychology, Sociology, Anthropology and Social Work, and Speech Pathology in cooperation with the Graduate School. Potential applicants must have earned a bachelor's degree (or equivalent) and meet the requirements for admission to the graduate school as student-at-large. Credit for courses may be applied to a graduate degree program if approved by a specific graduate program. Potential applicants may contact the Graduate School or specific departments advisers for application forms and further information.

Routing of proposal and approval signatures:

Department Chairperson Larry Alfano Date 11/30/90
 College Curriculum Chairperson [Signature] Date 1/29/91
 College Dean _____ Date _____
 Graduate Dean _____ Date _____

CURRICULUM PROPOSAL COVER SHEET

GRADUATE ONLY

Speech Pathology & Audiology
Department

Deadlines for receipt by Graduate Curriculum Committee:

New Programs - September 1, two years prior to anticipated implementation date.

All other curriculum proposals - September 1 of each year for inclusion in the catalog of the following year.

Number of copies required:

New Programs - For original submission to the Graduate Curriculum Committee, six (6) copies are required. After approval by the Curriculum Committee, an additional 15 copies will be required, to include the Graduate Council. After approval by the Council, the Academic Senate requires 55 copies.

All other curriculum proposals -- submit six (6) copies.

Proposed Action:

COURSES

- | | | |
|-------|-------------------------------------------------------------------------------------------|------------------------------------------------|
| _____ | 1. New--follow Guidelines of Graduate Curriculum Committee for 400 and 500 level courses. | |
| _____ | 2. Deletion of course |) |
| _____ | 3. Change in course level. |) <u>Summarize below and provide rationale</u> |
| _____ | 4. Change in credit hours. |) <u>on separate sheet.</u> |
| _____ | 5. Other changes. |) |

PROGRAMS

- | | | |
|---------|--------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| _____ | 1. New--follow NEPR format. | |
| | (a) Number of courses within program _____ |) NOTE: Program approval does not
connote course approval. Courses
must be approved on an individual basis |
| | (b) What course level? _____ | |
| _____ | 2. Change in requirements for degree.) | |
| X _____ | 3. Other program revisions.) | <u>Summarize below and provide rationale</u>
<u>on separate sheet.</u> |

Summary of proposed action: Include title of course or program; provide exact catalog copy, including number and semester hours for new course.

Sequence in Social Aspects In Aging. The professional development sequence is housed in the Departments of Home Economics, Psychology, Sociology, Anthropology and Social Work, and Speech Pathology in cooperation with the Graduate School. Potential applicants must have earned a bachelor's degree (or equivalent) and meet the requirements for admission to the graduate school as student-at-large. Credit for courses may be applied to a graduate degree program if approved by a specific graduate program. Potential applicants may contact the Graduate School or specific departments advisers for application forms and further information.

Routing of proposal and approval signatures:

Department Chairperson Martin G. Lawrence Date _____

College Curriculum Chairperson [Signature] Date 1/29/91

College Dean _____ Date _____

Graduate Dean _____ Date _____

**PROPOSAL FOR APPROVAL OF A POST-BACCALAUREATE
PROFESSIONAL DEVELOPMENT SEQUENCE: SOCIAL ASPECTS OF AGING**

1. Institution:

Illinois State University

2. Responsible Unit:

The Graduate School in cooperation with:

the Department of Sociology, Anthropology and Social Work
the Department of Home Economics,
the Department of Psychology,
and, the Department of Speech Pathology and Audiology

will assume responsibility for the post-baccalaureate sequence. A Sequence Committee, chaired by a representative of the Graduate School, and incorporating a representative of sponsoring departments will oversee the administration of the Sequence.

3. Proposed Program Title:

Professional Development Sequence in Social Aspects of Aging

4. Previous Program Title:

NA

5. Date of Implementation:

Upon approval from Board of Regents.

6. Description of Proposed Sequence:

The proposed Professional Development Sequence in Social Aspects of Aging is intended to provide a limited number of academically and professionally oriented educational experiences at the graduate level in gerontology/aging. It is the goal of this Sequence to enhance the knowledge and abilities of those who are already at work or preparing for work in the aging network. The offering of the Sequence would make existing courses in gerontology at Illinois State University available to individuals who were not expecting to work in aging at the time of their undergraduate degree programs.

Upon completion of the program, the student's transcript would have a notation of completion of this "Post Baccalaureate Professional Development Sequence in Social Aspects of Aging".

The proposed sequence requires 12 credits at the 300 or 400 level including an Interdisciplinary seminar (required) and selection of three courses from a current list of four additional courses and/or an advanced level "experience in gerontology" which could be tailored to the particular interests/needs of the student.

CATALOG DESCRIPTION:

1. Description for the General Section of the Catalog:

PROFESSIONAL DEVELOPMENT SEQUENCE IN SOCIAL ASPECTS OF AGING. Social Aspects of Aging Sequence is a multidisciplinary program designed to offer a limited number of academically and professionally oriented graduate experiences in aging. The sequence is housed in the Graduate School with courses and advisement provided by the following departments: Sociology, Anthropology and Social Work; Home Economics, Psychology, and Speech Pathology and Audiology.

REQUIREMENTS FOR ADMISSION TO THE PROGRAM: Potential applicants must have earned a bachelor's degree (or equivalent) and meet the requirements for admission to the Graduate School as students-at-large. Credit for courses may be applied to a graduate degree program if approved by a specific graduate program. (See Policy of Graduate School.) Potential applicants may contact the Graduate School, or specific department advisers for application forms and further information.

SEQUENCE REQUIREMENTS: 12 hours required, which includes **1) Seminar in Gerontology (3 hours)** to be taken after at least six of the other required hours have been completed, and **2) 9 hours of electives** from among the following gerontology related courses:

Required course (3 hours)

Seminar in Gerontology (SASW 469.08) Advanced treatment of gerontology including approximately one-third in overview of current gerontological issues plus selected topics in gerontology, e.g. Economics of Aging, Cross-Cultural Aspects of Aging, the Future of Aging.

Elective courses (9 hours)

Health Aspects of Aging (HSC/HEC 394) Characteristics of the aging process and factors influencing adaptation and the quality of living.

Gerontological Psychology (PSY 304) Psychological aspects of developmental transformations

occurring during later adulthood. Application of psychology to problems of aging.

Human Communication and the Aging Process (COM 331) An examination of the particular communication needs of the aging and current research in the field.

Families in Later Life (HEC 305) Exploration of family dynamics in later life. Emphasis on developmental tasks, needs, and decision-making issues of aging family members.

Experience in Gerontology Each student enrolled in the Sequence may negotiate with the Sequence Representative in the sponsoring department credit for 3 hours of "experience" in gerontology. This may include, but is not limited to 400 Independent Study, 498 Professional Practice in any department/program which is relevant to the Sequence. Each "experience" is expected to involve some focused writing and analysis assignments. This experience should ordinarily be permitted after other courses are completed - at least *Seminar in Gerontology*. If the experience is of a "selected problems" type, a proposal should be approved by the Departmental Sequence Adviser no later than the 5th week of the semester.

2. Catalog Descriptions for Each Department:

Department of Sociology, Anthropology, and Social Work

PROFESSIONAL DEVELOPMENT SEQUENCE IN SOCIAL ASPECTS OF AGING. Social Aspects of Aging Sequence is a multidisciplinary program designed to offer a limited number of academically and professionally oriented graduate experiences in aging. The sequence is housed in the Graduate School with advisement provided by the Sociology, Anthropology and Social Work Department in cooperation with the Departments of: Home Economics, Psychology, and Speech Pathology and Audiology.

REQUIREMENTS FOR ADMISSION TO THE PROGRAM: Potential applicants must have earned a bachelor's degree (or equivalent) and meet the requirements for admission to the Graduate School as students-at-large. Credit for courses may be applied to a graduate degree program if approved by a specific graduate program. (See Policy of Graduate School.) Potential applicants may contact the Graduate School, or specific department advisers for application forms and further information.

SEQUENCE REQUIREMENTS: 12 hours required, which includes **1) Seminar in Gerontology (3 hours)** to be taken after at least six of the other required hours have been completed, and **2) 9 hours of electives** from among the following gerontology related courses:

Required course (3 hours)

Seminar in Gerontology (SASW 469.08) Advanced treatment of gerontology including approximately one-third in overview of current gerontological issues plus selected topics in gerontology, e.g. Economics of Aging, Cross-Cultural Aspects of Aging, the Future of Aging.

Elective courses (9 hours)

Health Aspects of Aging (HSC/HEC 394) Characteristics of the aging process and factors influencing adaptation and the quality of living.

Gerontological Psychology (PSY 304) *Psychological aspects of developmental transformations occurring during later adulthood. Application of psychology to problems of aging.*

Human Communication and the Aging Process (COM 331) *An examination of the particular communication needs of the aging and current research in the field.*

Families in Later Life (HEC 305) *Exploration of family dynamics in later life. Emphasis on developmental tasks, needs, and decision-making issues of aging family members.*

Experience in Gerontology Each student enrolled in the Sequence may negotiate with the Sequence Representative in the sponsoring department credit for 3 hours of "experience" in gerontology. This may include, but is not limited to 400 Independent Study, 498 Professional Practice in any department/program which is relevant to the Sequence. Each "experience" is expected to involve some focused writing and analysis assignments. This experience should ordinarily be permitted after other courses are completed - at least *Seminar in Gerontology*. If the experience is of a "selected problems" type, a proposal should be approved by the Departmental Sequence Adviser no later than the 5th week of the semester.

Department of Home Economics

PROFESSIONAL DEVELOPMENT SEQUENCE IN SOCIAL ASPECTS OF AGING. Social Aspects of Aging Sequence is a multidisciplinary program designed to offer a limited number of academically and professionally oriented graduate experiences in aging. The sequence is housed in the Graduate School with advisement provided by the Home Economics Department in cooperation with the Departments of: Sociology, Anthropology and Social Work; Psychology; and Speech Pathology and Audiology.

REQUIREMENTS FOR ADMISSION TO THE PROGRAM: Potential applicants must have earned a bachelor's degree (or equivalent) and meet the requirements for admission to the Graduate School as students-at-large. Credit for courses may be applied to a graduate degree program if approved by a specific graduate program. (See Policy of Graduate School.) Potential applicants may contact the Graduate School, or specific department advisers for application forms and further information.

SEQUENCE REQUIREMENTS: 12 hours required, which includes 1) Seminar in Gerontology (3 hours) to be taken after at least six of the other required hours have been completed, and 2) 9 hours of electives from among the following gerontology related courses:

Required course (3 hours)

Seminar in Gerontology (SASW 469.08) *Advanced treatment of gerontology including approximately one-third in overview of current gerontological issues plus selected topics in gerontology, e.g. Economics of Aging, Cross-Cultural Aspects of Aging, the Future of Aging.*

Elective courses (9 hours)

Health Aspects of Aging (HSC/HEC 394) *Characteristics of the aging process and factors influencing adaptation and the quality of living.*

Gerontological Psychology (PSY 304) *Psychological aspects of developmental transformations*

occurring during later adulthood. Application of psychology to problems of aging.

Human Communication and the Aging Process (COM 331) An examination of the particular communication needs of the aging and current research in the field.

Families in Later Life (HEC 305) Exploration of family dynamics in later life. Emphasis on developmental tasks, needs, and decision-making issues of aging family members.

Experience in Gerontology Each student enrolled in the Sequence may negotiate with the Sequence Representative in the sponsoring department credit for 3 hours of "experience" in gerontology. This may include, but is not limited to 400 Independent Study, 498 Professional Practice in any department/program which is relevant to the Sequence. Each "experience" is expected to involve some focused writing and analysis assignments. This experience should ordinarily be permitted after other courses are completed - at least *Seminar in Gerontology*. If the experience is of a "selected problems" type, a proposal should be approved by the Departmental Sequence Adviser no later than the 5th week of the semester.

Department of Psychology

PROFESSIONAL DEVELOPMENT SEQUENCE IN SOCIAL ASPECTS OF AGING. Social Aspects of Aging Sequence is a multidisciplinary program designed to offer a limited number of academically and professionally oriented graduate experiences in aging. The sequence is housed in the Graduate School with advisement provided by the Psychology Department in cooperation with the Departments of: Sociology, Anthropology and Social Work; Home Economics; and Speech Pathology and Audiology.

REQUIREMENTS FOR ADMISSION TO THE PROGRAM: Potential applicants must have earned a bachelor's degree (or equivalent) and meet the requirements for admission to the Graduate School as students-at-large. Credit for courses may be applied to a graduate degree program if approved by a specific graduate program. (See Policy of Graduate School.) Potential applicants may contact the Graduate School, or specific department advisers for application forms and further information.

SEQUENCE REQUIREMENTS: 12 hours required, which includes **1)** Seminar in Gerontology (3 hours) to be taken after at least six of the other required hours have been completed, and **2)** 9 hours of electives from among the following gerontology related courses:

Required course (3 hours)

Seminar in Gerontology (SASW 469.08) Advanced treatment of gerontology including approximately one-third in overview of current gerontological issues plus selected topics in gerontology, e.g. Economics of Aging, Cross-Cultural Aspects of Aging, the Future of Aging.

Elective courses (9 hours)

Health Aspects of Aging (HSC/HEC 394) Characteristics of the aging process and factors influencing adaptation and the quality of living.

Gerontological Psychology (PSY 304) Psychological aspects of developmental transformations occurring during later adulthood. Application of psychology to problems of aging.

Human Communication and the Aging Process (COM 331) *An examination of the particular communication needs of the aging and current research in the field.*

Families in Later Life (HEC 305) *Exploration of family dynamics in later life. Emphasis on developmental tasks, needs, and decision-making issues of aging family members.*

Experience in Gerontology Each student enrolled in the Sequence may negotiate with the Sequence Representative in the sponsoring department credit for 3 hours of "experience" in gerontology. This may include, but is not limited to 400 Independent Study, 498 Professional Practice in any department/program which is relevant to the Sequence. Each "experience" is expected to involve some focused writing and analysis assignments. This experience should ordinarily be permitted after other courses are completed - at least *Seminar in Gerontology*. If the experience is of a "selected problems" type, a proposal should be approved by the Departmental Sequence Adviser no later than the 5th week of the semester.

Department of Speech Pathology and Audiology

PROFESSIONAL DEVELOPMENT SEQUENCE IN SOCIAL ASPECTS OF AGING. Social Aspects of Aging Sequence is a multidisciplinary program designed to offer a limited number of academically and professionally oriented graduate experiences in aging. The sequence is housed in the Graduate School with advisement provided by the Speech Pathology and Audiology Department in cooperation with the Departments of: Sociology, Anthropology and Social Work; Home Economics; and Psychology.

REQUIREMENTS FOR ADMISSION TO THE PROGRAM: Potential applicants must have earned a bachelor's degree (or equivalent) and meet the requirements for admission to the Graduate School as students-at-large. Credit for courses may be applied to a graduate degree program if approved by a specific graduate program. (See Policy of Graduate School.) Potential applicants may contact the Graduate School, or specific department advisers for application forms and further information.

SEQUENCE REQUIREMENTS: 12 hours required, which includes **1) Seminar in Gerontology (3 hours)** to be taken after at least six of the other required hours have been completed, and **2) 9 hours of** electives from among the following gerontology related courses:

Required course (3 hours)

Seminar in Gerontology (SASW 469.08) *Advanced treatment of gerontology including approximately one-third in overview of current gerontological issues plus selected topics in gerontology, e.g. Economics of Aging, Cross-Cultural Aspects of Aging, the Future of Aging.*

Elective courses (9 hours)

Health Aspects of Aging (HSC/HEC 394) *Characteristics of the aging process and factors influencing adaptation and the quality of living.*

Gerontological Psychology (PSY 304) *Psychological aspects of developmental transformations occurring during later adulthood. Application of psychology to problems of aging.*

Human Communication and the Aging Process (COM 331) *An examination of the particular communication needs of the aging and current research in the field.*

Families in Later Life (HEC 305) *Exploration of family dynamics in later life. Emphasis on developmental tasks, needs, and decision-making issues of aging family members.*

Experience in Gerontology Each student enrolled in the Sequence may negotiate with the Sequence Representative in the sponsoring department credit for 3 hours of "experience" in gerontology. This may include, but is not limited to 400 Independent Study, 498 Professional Practice in any department/program which is relevant to the Sequence. Each "experience" is expected to involve some focused writing and analysis assignments. This experience should ordinarily be permitted after other courses are completed - at least *Seminar in Gerontology*. If the experience is of a "selected problems" type, a proposal should be approved by the Departmental Sequence Adviser no later than the 5th week of the semester.

7. Rationale for Proposal and Mission:

The field of gerontology and the aging network reflect a multi-disciplinary field drawing from the knowledge of the biological, social and applied science. Persons presently at work in the aging network are drawn from a wide variety of personal and academic backgrounds. At least some of these workers have little or no academic or other formal academic training in aging studies and rely on work experience and workshop/conference opportunities as the foundation of knowledge for their particular jobs. Since the Board of Regents approval of the proposal for the interdisciplinary Minor in Gerontology in 1983, some thought has been given to providing a professional sequence of course work in gerontology for individuals seeking to broaden the knowledge and skills base for gerontology practice.

A limited number of programs in gerontology at the undergraduate and graduate level have developed within the past decade in Illinois. Masters Degree programs in Gerontology are now being offered at Eastern Illinois University, Western Illinois University and Sangamon State University within the downstate area. None of these institutions offers a limited non-degree program in aging. A Certificate in Gerontology is offered at the University of Illinois at Chicago through the UIC Gerontology Center and the Office of Continuing Education at the School of Public Health.

Over the past decade, Illinois State University has grown in its commitment to interdisciplinary activities in teaching, research and service as indicated most recently in "A Vision for Illinois State University: Themes and Strategies for the Year 2007" (April, 1990). This proposed sequence is also consistent with the commitment to "Promote cultural and public service programs." (Vision) The establishment of this Sequence in Social Aspects of Aging will help to fulfill this Theme in that it takes seriously the knowledge of anticipated aging of the society and of the need to provide public service outreach programs which will help to prepare professionals in the field of gerontology and the aging network.

Providing for a wider availability of the experience and expertise which has been developed at Illinois State University in the field of gerontology since early 1980s is an appropriate expansion of the educational and service mission on the University. The recent program review in the College of Arts and Sciences gave encouragement to expansion of programs in the field of aging presently part of Gerontology Minor. The College of Applied Sciences and Technology has encouraged additional development of educational offerings in the field of aging through Departments of Home Economics and Health Sciences. The emergence within the past three years of the BroMenn/Illinois State University Consortium on Aging gives additional evidence of the research and education commitment of Illinois State University to the future of gerontology as an important area of teaching and research.

While it is possible that Illinois State should, at some time in the future, move to develop a Master's Degree program in Gerontology, it appears that there is a present potential for offering graduate level instruction which will meet documented interest and need in the aging network. It is anticipated that some of those who follow their initial interest in one or more courses in the sequence will continue and complete a Master's degree. Others presently in Master's Degree programs will probably find completion of this Professional Development Sequence in Social

Aspects of Aging a valuable credential to add to their existing graduate programs. In fact, some authorities in the area of gerontology hold that even at the Master's level, the idea of concentrations in gerontology rather than a degree in gerontology has the merit of preparing a student in a specific traditional field and giving the student more flexibility in career mobility through time than a degree in gerontology would.

A needs assessment survey was conducted in preparation of this proposal. Two Area Agencies on Aging which cover the service area of Illinois State University and approximately 90 mile radius of Bloomington-Normal provided names and addresses of funded service providers and other relevant agencies in the aging network. A letter to those providers requested that the questionnaire be distributed to individuals within their organization who they felt would be in a position to make valuable evaluative input as the Sequence is considered. A total of ninety-five responses were returned from a range of individuals who are presently part of the aging network -- nurses, case managers, and home care personnel. One question asked was "would the proposed sequence be 'helpful' to individuals in their positions". Fifty-two respondents (55%) indicated "a great deal" and an additional 36% said "some". These responses may be taken to indicate a perception of overall usefulness of the coursework to persons at work in the aging network. In addition, a question was asked regarding the respondent's personal interest in participating in such a Sequence in the next couple of years. Twenty-seven percent indicated "a great deal" and 35 percent said "some interest in such participation." Responses to other questions indicated a willingness to travel an hour every week to take a course in such a program.

Another question asked about the probable impact completing such a Sequence would have on job advancement. The responses to this question showed only 13 (14%) indicated "a great deal" while 44% said "some" and 42% said "a little" or "not at all". In sum, the responses to these questions suggest that despite limited opportunity for job advancement in many aging-

related settings, the Sequence is perceived as potentially valuable for persons in the field. Further, at least among those responding, the program has considerable personal appeal. Respondents were asked to check titles of proposed Sequence course offerings which held particular interest for them. Out of the 95 respondents the following results were obtained: Gerontological Psychology 62/95, Families in Later Life 55/95, Health Aspects of Aging 52/95, Communication and the Aging Process 52/95, and Interdisciplinary Seminar in Social Gerontology 41/95. A few additional subjects were mentioned, with Legal/Public Policy Issues the most frequent mention from five respondents.

The responses to the survey indicated a substantial interest in the proposed sequence, the specific courses which are proposed, and in the possibility that course work taken in the sequence might be able to be counted toward some graduate program at Illinois State University.

8. Expected Impact of Proposal on Existing Campus Programs

The primary impact of this Professional Development Sequence is to make existing academic offerings available to a wider range of students at the graduate level. Several of the courses presently "fill up" in a once yearly offering and may need to be considered for more frequent offering and/or in an alternative time format (e.g. once weekly in an evening time slot for persons who are employed or who need to travel following completion of work.) It is possible that as demand for the Professional Development Sequence increases that campus based course instruction will need to be considered for offering in other locations off campus (such as in Peoria, Decatur, etc.)

9. Expected Curricular Changes Including New Courses

As proposed, this Professional Development Sequence can be initiated without any further course additions. There are several other courses which may be offered in the future that

would fit well in this sequence and it is anticipated that they would be added as they are proposed and receive approval (e.g. Social Services and the Elderly, Economics and Aging, Public Policy and Aging).

10. Anticipated Staffing Arrangements

No new staff are anticipated. The faculty presently teaching these courses and their respective Departments have given their support to this proposed sequence and are aware that some adjustments in course scheduling may be necessary.

11. Anticipated Funding Needs and Source of Funds

No new funds are being requested in connection with this proposal.